

CHAPIN MIDDLE

1130 Old Lexington Hwy.
Chapin, SC 29036

GRADES 6-8 Middle School

ENROLLMENT 774 Students

PRINCIPAL Jane T. Crawford 803-345-1466

SUPERINTENDENT Dr. Dennis O. McMahon 803-732-8000

BOARD CHAIR Cindy Sweigart 803-898-0096

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Middle Schools with Students like Ours

Excellent

4

Good

0

Average

0

Below Average

0

Unsatisfactory

0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Good	No
2004	Excellent	Good	No

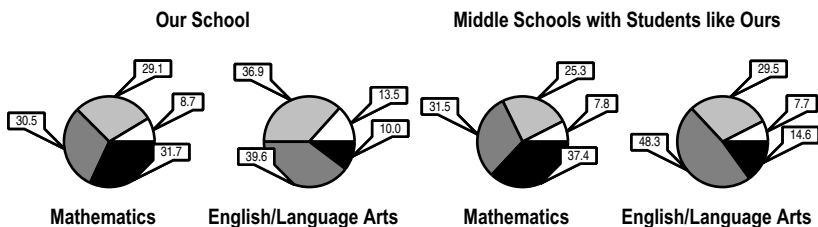
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	792	99.8	13.2	37.0	39.7	10.1	59.9	Yes	Yes
Gender									
Male	414	99.5	17.1	43.4	33.9	5.6	50.5		
Female	378	100.0	9.1	30.0	46.0	14.9	70.0		
Racial/Ethnic Group									
White	737	99.7	11.7	36.8	41.2	10.4	62.3	Yes	Yes
African-American	36	100.0	41.2	38.2	14.7	5.9	20.6	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	30.8	38.5	30.8	0.0	30.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	725	99.7	9.2	37.3	42.5	11.0	64.0		
Disabled	67	100.0	57.1	33.3	9.5	0.0	14.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	792	99.8	13.2	37.0	39.7	10.1	59.9		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	785	99.8	13.0	36.8	40.1	10.2	60.3		
Socio-Economic Status									
Subsidized meals	77	100.0	32.9	47.9	17.8	1.4	27.4	Yes	Yes
Full-pay meals	715	99.7	11.1	35.8	42.1	11.0	63.3		

Mathematics - State Performance Objective = 15.5%									
All Students	792	99.6	8.5	29.1	30.6	31.8	72.6	Yes	Yes
Gender									
Male	414	99.3	9.4	28.3	29.8	32.4	72.7		
Female	378	100.0	7.4	30.0	31.4	31.1	72.5		
Racial/Ethnic Group									
White	737	99.6	7.1	27.8	32.2	32.9	74.6	Yes	Yes
African American	36	100.0	35.3	41.2	8.8	14.7	38.2	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	15.4	76.9	7.7	0.0	38.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	725	99.7	4.9	28.3	32.4	34.4	77.5		
Disabled	67	98.5	47.6	38.1	11.1	3.2	19.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	792	99.6	8.5	29.1	30.6	31.8	72.6		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	785	99.6	8.2	29.0	30.9	32.0	73.1		
Socio-Economic Status									
Subsidized meals	77	98.7	20.5	47.9	20.5	11.0	43.8	Yes	Yes
Full-pay meals	715	99.7	7.2	27.1	31.7	34.0	75.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	240	100.0	14.4	32.2	38.6	14.8	53.4
	Grade 7	252	100.0	10.7	41.2	42.4	5.8	48.1
	Grade 8	224	99.1	11.6	43.5	39.4	5.6	44.9
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	268	100.0	16.7	29.5	39.8	14.0	53.8
	Grade 7	253	100.0	9.6	45.2	37.2	8.0	45.2
	Grade 8	271	99.3	14.7	36.8	41.0	7.5	48.5

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	240	100.0	7.6	26.3	30.1	36.0	66.1
	Grade 7	252	100.0	7.4	25.9	23.9	42.8	66.7
	Grade 8	224	100.0	5.0	39.4	36.2	19.3	55.5
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	268	99.6	5.7	27.7	39.4	27.3	66.7
	Grade 7	253	100.0	9.2	29.6	25.6	35.6	61.2
	Grade 8	271	99.3	10.9	32.7	25.6	30.8	56.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 774)				
Students enrolled in high school credit courses (grades 7 & 8)	80.7%	Up from 73.6%	48.6%	14.6%
Retention rate	0.5%	Down from 2.1%	0.4%	3.0%
Attendance rate	96.9%	Up from 96.5%	97.3%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.6%		0.0%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.8%		0.0%	5.3%
Eligible for gifted and talented	29.9%	Up from 28.7%	54.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.9%	Down from 8.1%	4.3%	13.9%
Older than usual for grade	0.5%	Down from 1.2%	0.5%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.0%	0.4%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 51)				
Teachers with advanced degrees	58.8%	Up from 53.8%	53.9%	48.7%
Continuing contract teachers	80.4%	Up from 76.9%	91.0%	81.7%
Highly qualified teachers**	85.4%	N/A	97.2%	90.4%
Teachers with emergency or provisional certificates	4.3%		1.1%	5.3%
Teachers returning from previous year	86.4%	Down from 88.0%	90.1%	85.1%
Teacher attendance rate	94.5%	Down from 95.0%	94.8%	94.8%
Average teacher salary	\$42,903	Up 2.9%	\$42,238	\$40,566
Prof. development days/teacher	11.9 days	Up from 11.0 days	11.1 days	11.0 days
School				
Principal's years at school	1.0	Down from 13.0	4.0	3.3
Student-teacher ratio in core subjects	21.3 to 1	Up from 20.5 to 1	22.9 to 1	21.3 to 1
Prime instructional time	90.4%	Down from 90.7%	91.0%	89.3%
Dollars spent per pupil*	\$6,736	Up 7.3%	\$5,942	\$5,821
Percent of expenditures for teacher salaries*	60.4%	No change	62.1%	61.8%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	99.0%	Up from 98.7%	98.6%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.5%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-04 school year has been a year of new beginnings. Our motto, "Proud of the past, committed to the future," has guided us through another great year of excellence. Chapin Middle School (CMS) is truly an institution where "school and community have united for excellence." Our school and community support each other to produce an environment that maximizes the intellectual, physical, ethical, and spiritual growth of our students. Our "students first" philosophy and our Character Education program, which is emphasized and infused into all that we do, contribute to our success.

Chapin Middle School has again been named a Palmetto Gold winner for outstanding student achievement. Our students and teachers work hard to maintain quality performance on the PACT test. The After School Program was established this year. Students are provided additional small group instruction to reinforce classroom instruction. Students have fun while they are learning.

Our students continue to soar like an eagle with regards to student achievements. Sixty-one of our eighth-grade students were named Junior Scholars and 17 of our Seventh-grade students were recognized by the Duke University Talent Identification Program. The Math League Press teams ranked third in the nation and first in the region (eighth-grade) and fifth in the nation and first in the region (sixth- and seventh-grade). Our Chapin Middle School Band, Chorus and Orchestra all received superior ratings at their respective competitions.

Monica Hadwin became a National Board Certified Teacher. Renee Bosco was selected as the CMS Teacher of the Year. Jo Wright was elected Support Employee of the Year. BB&T was honored as our Business Partner of the Year. Michele Fisher was elected School and the District Middle School Volunteer of the Year. Our Mentor of the Year was Dolly Montgomery.

At Chapin Middle School, we take pride in a tradition rich in excellence. We wish to thank all of our supporters who have helped make CMS what it is today. Our school is truly blessed to have all of you involved in the education of our young people.

Jane T. Crawford, Principal
Joy Lee, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	251	99
Percent satisfied with learning environment	97.7%	79.8%	86.9%
Percent satisfied with social and physical environment	95.2%	79.9%	86.7%
Percent satisfied with home-school relations	100.0%	82.3%	65.6%

*Only students at the highest middle school grade level at this school and their parents were included.